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HISTORY IN THE ELEMENTARY SCHOOL.

EMILY J. RICE.

KINDERGARTEN.

REPRODUCTION of home life by means of plays. Building of playhouses with blocks, and making of furniture with cardboard, raffia, and wood.

Visits to farms, shops, and buildings in the process of construction.

Dramatization of neighborhood activities, as the life of the fireman, the postman, and the newsboy.

Literature.—Stories of home life and of household work ; fairy stories.

REFERENCES : *Elementary School Record*, No. 5 ; *ELEMENTARY SCHOOL TEACHER*, Vol. II, Nos. 4, 5, 6.

FIRST GRADE.

Making of playhouses. For each child a box will be furnished, twenty inches wide, fifteen inches high, and ten inches deep, and divided by a partition into two floors. The children will divide each floor into two rooms, cut windows, make staircases, and decorate walls.

Observation of modern house-building, and visits to the Field Columbian Museum, to see primitive houses. Study of primitive industries: Indians, cliff-dwellers, Eskimos, Arabs.

Construction of furniture with cardboard, wood, and raffia, rug-weaving in raffia and wool, and making of pottery. Study of materials used.

Planning of village and playing at buying and selling. Interchange of commodities and division of labor. Play with finished village.

Literature.— Stories of industry and invention ; myths and fairy stories.

REFERENCES : Viollet-le-Duc, *Homes and Habitations of Man in All Ages* ; Morgan, *Houses and House Life*; Starr, *Some First Steps in Human Progress*; Mason, *Origins of Invention*; Tyler, *Anthropology* ; Harwood, "The Story of a Pine Board," *St. Nicholas*, Vol. XXV, p. 20.

SECOND GRADE.

Spinning, dyeing, weaving, and simple needlework as occupations.

Primitive processes in the textile industry. Shepherd life: property in flocks and herds; wanderings ; social organization ; the patriarch ; dwellings ; spinning and weaving ; clothing ; exchange. Stories of the Hebrews and of the Arabs.

Hunter life: food-getting ; fire-making ; shelter ; tools ; utensils ; clothing : social organization. Stories of the Indians.

Beginnings of agriculture, trade, and navigation.

Literature.—Stories from the Bible ; Baldwin, *Old Stories of the East*,

and "Arachne," from *Old Greek Stories*; Andrews, *Seven Little Sisters*; Waterloo, *Story of Ab*; Emerson, *Indian Myths*.

REFERENCES: Mason, *Woman's Share in Primitive Culture*; Doughty, *Arabia Deserta*; Sven Hedin, *Through Asia*; Mumford, *Oriental Rugs*; Holt, *Oriental Rugs*; "A Suit of Clothing," *Harper's*, Vol. LXXX (1890), p. 685; Joly, *Man before Metals*; James, *Indian Basketry*.

THIRD GRADE.

Occupations: cooking, gardening, and making pottery. Visits to farms and shops.

Study of materials used in cooking and of methods of production as seen at farms. The city as a center for distribution. Means of transportation. Settlement of a western farming community. Story of Abraham Lincoln.

History of agriculture. Methods of obtaining food with primitive tools. Development of the plow and of the mill. Primitive methods of cooking and of making pottery.

Flax and cotton culture. Agriculture in ancient Egypt.

Literature.—Stories from the *Odyssey*; Cook, *The Story of Ulysses*; Hawthorne, "The Pomegranate Seeds," *Tanglewood Tales*; *Story of Luca della Robbia*, and of *Palissy the Potter*; Ouida, *The Porcelain Stove*.

REFERENCES: "Agricultural Machinery," *Iconographic Encyclopædia*, Vol. VI, p. 177, plates I-8, 56-60; Abbott, *Primitive Industry*; Small and Vincent, "The Family on the Farm," *An Introduction to the Study of Society*; Binns, *The Story of the Potter*; Wilkinson, *Ancient Egyptians*, Vol. II, pp. 377-429; Chase and Clow, *Stories of Industry*; The *Odyssey* (translated by Palmer).

FOURTH GRADE.

Inventions that have developed means of intercommunication: printing, books, boats, railways. Stories of famous explorers: Marco Polo, Columbus, Magellan.

Necessities of city life: water-supply; illumination; streets; bridges; protection—fire, police, sanitation.

The early history of Chicago: French explorers, Marquette and Joliet, La Salle; Fort Dearborn; village life.

Art: making of boats, cars, roads, bridges, in wood and metal work.

Literature.—Viking stories; Baldwin, *Story of Siegfried*; Kipling, "The Ship that Found Herself," *The Day's Work*; Howells, "The Pony Engine," *Christmas Every Day in the Year*; Catherwood, *Story of Tonty and Heroes of the Middle West*; Kipling, *Jungle Book*.

REFERENCES: Seelye, *Columbus*; Fiske, *Discovery of America*; Payne, *History of America*, Vol. I; Brooks, *Marco Polo*; Yule, *Marco Polo*; Knox, *Marco Polo*; "Fergus Papers," Chicago Historical Society; McMurry, *Pioneer History Stories*; Hinsdale, *The Old Northwest*; Winsor, *The Mississippi Basin*; Parkman, *La Salle and the Great West*; Baldwin, *The Conquest of the Old Northwest*; Parton, *Captains of Industry*; Bross, *History of Chicago*; Moffatt, "Careers of Danger and Daring," *St. Nicholas*, Vol. XXVIII.

FIFTH GRADE.

Observation of the methods of cloth manufacture at the present time. Making of looms and weaving of useful articles. Weaving on colonial loom.

History of inventions in the textile industry. Home life in colonial times. A New England farm and village. Effects of physiographic features upon industries and social life. Stories of the pioneers. The town-meeting.

A Virginia plantation contrasted with a New England farm. Geography of the tide-water region.

The Dutch settlements in New York and the geography of the Hudson river valley. Movement of the pioneers toward the West. Routes and methods of travel.

Literature.—Longfellow, *Miles Standish*; Austin, *Standish of Standish*; Hawthorne, *Grandfather's Chair*; Harris, *Nights with Uncle Remus*; Irving, *Rip Van Winkle*, *Sleepy Hollow*, *Knickerbocker History of New York*.

REFERENCES: Earle, *Home Life in Colonial Days*; Smith, *Colonial Days and Ways*; Fiske, *The Beginnings of New England, Old Virginia and Her Neighbors, The Dutch and Quaker Colonies*; Weeden, *Economic and Social History of New England*; Bruce, *Economic History of Virginia in the Seventeenth Century*; Doyle, *English Colonies in America*; Lodge, *Short History of the English Colonies*; Eggleston, *Beginners of a Nation*; Page, *The Old South*.

SIXTH GRADE.

The union of the colonies and their struggle for freedom. The geography of the Atlantic seaboard in its relation to the Revolutionary War. Typical stories of heroic action.

Other stories illustrating patriotism and courage. The Greek wars against Persia. The city of Athens. Greek education and games. Our civic buildings and their decorations.

The Swiss struggle for independence. William of Orange and the siege of Leyden.

Art : Modeling and casting of tiles illustrative of colonial history. Reproduction of Greek buildings in clay and wood.

Literature.—Longfellow, *Paul Revere's Ride*, *Building of the Ship*; Emerson, *Concord Fight, Boston Hymn*; Holmes, *Grandmother's Story of Bunker Hill Battle*; Cooper, *The Last of the Mohicans*; Kaufman, *Our Young Folks' Plutarch*; the *Iliad* and the *Odyssey*; Browning, *Pheidippides*.

REFERENCES: *The War of Independence, The American Revolution*; Lodge, *The Story of the American Revolution*; Tyler, *The Literary History of the American Revolution*; Guerber, *The Story of the Greeks*; Guhl and Köner, *The Life of the Greeks and Romans*; Mahaffy, *Old Greek Education*; Whitaker, "Young Greek Boys and Old Greek Schools," *Popular Science Monthly*, Vol. LXXX, p. 809; Motley, *Rise of the Dutch Republic*.

SEVENTH GRADE.

Printing, illuminating, and bookbinding the special occupations of the grade.

Invention and history of the art of printing. History of bookbinding. Illuminated manuscripts. Rarity of books in the Middle Ages and teaching by means of pictures. Mural decorations. Giotto's paintings of St. Francis of Assisi. The city of Venice. Renaissance art.

The Crusades. Routes of trade from Venice eastward and northward. Nuremberg. Marco Polo. Explorations of Prince Henry of Portugal. Columbus. Magellan.

The westward movement of the American colonists. The Appalachian barrier and routes of travel across it. Settlement of Kentucky and the Northwest Territory. A typical settlement. The city of Washington. Improvement in modes of transportation. The cotton industry and the unification of the South. The mining industry and the Far West. Industrial development since the Civil War.

Literature.—Aldrich, *Friar Jerome and His Beautiful Book*; Longfellow, *The Sermon of St. Francis, Giotto's Tower, Nuremberg*; Scott, *Ivanhoe, The Talisman, Marmion*; Tennyson, *Idylls of the King*; Lanier, *The Boys' King Arthur*.

REFERENCES: Buchot, *The Book*; Putnam, *Books of the Mediæval Ages*; La Croix, *The Arts of the Middle Ages*; Labarte, *Illustrated Handbook of the Arts of the Middle Ages*; Winsor, *Narrative and Critical History of America*; Fiske, *Discovery of America*; Payne, *History of America*, Vol. I; Sparks, *Expansion of the American People*; Roosevelt, episodes from *The Winning of the West*; Roosevelt, *The Winning of the West*; McMaster, *History of the People of the United States*; Schouler, *History of the United States*; Wright, *Industrial Evolution of the United States*; Turner, "The Significance of the Frontier in American History," *Fifth Yearbook of the National Herbart Society*, 1899.

EIGHTH GRADE.

Roman history with the study of Latin. Development of the Roman republic.

Current history leading to the study of international relationships and world-geography.

In connection with home economics, which furnishes the special occupation for the grade, study of the house and its evolution. Care of school building and grounds. Investigation of city building laws and parks and playgrounds.

Literature.—Macaulay, *Lays of Ancient Rome*; Shakespeare, *Julius Cæsar*; Whittier, *Snowbound*; Lowell, *The Vision of Sir Launfal*; Longfellow, *Keramos*; Holmes, *The Chambered Nautilus*.

REFERENCES: Harding, *City of Seven Hills*; Guerber, *Story of the Romans*; Mommsen, *History of Rome*; Gardner, *Houses and All about Them*; Cook, *The House Beautiful*; Wharton and Codman, *Decoration of Houses*; Wheeler, *Household Art*; *The Studio*; *The House Beautiful*; *Revised Code of Chicago*; Campbell, *Household Economics*; p. 20; Courier, *Practical Hygiene*, p. 140; Tsanoff, *The Playground Movement*; "Housing Problems in Cities," *Municipal Affairs*, March, 1899.